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ABSTRACT

This report is the seventh in a series of annual reports on students who drop out of grades 9-12 in Nevada's public schools during a particular school year. During the 1994-95 school year, 6,694 students dropped out of Nevada's public high schools for an overall dropout rate of 10 percent, up 0.4 percent from the previous year--the third consecutive yearly increase. Dropout rates were 3.9 percent in 9th grade, 6.5 percent in 10th grade, 12 percent in 11th grade, and 19.7 percent in 12th grade. By gender, dropout rates were 10.5 percent for males and 9.4 percent for females, with the largest difference occurring in 12th grade. Among ethnic groups, Whites had the lowest dropout rate at 8.6 percent, followed by 8.8 percent for Asian Americans and Pacific Islanders, 11.3 percent for Blacks. 12.4 percent for American Indians and Alaska Natives, and 16.4 percent for Hispanics. Twelve percent of total dropouts were receiving special education services. Among individual school districts, dropout rates ranged from 0 to 13.7 percent. A recent study found that 35 percent of the differences among Nevada dropout rates was accounted for by percentage of students in English-as-a-second-language classes. The same study suggested that higher per pupil expenditures on student support may help reduce a school's dropout rate. School violence is a major concern and contributes to the number of students withdrawn by schools. Further, student high-risk behaviors, including drug use, are likely to coincide with other dropout factors, such as poor attendance, low aspirations, and low involvement in school activities. Suggestions for dropout interventions are discussed. Includes many data tables and figures. (SV)

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NEVADA PUBLIC SCHOOL DROPOUTS

SCHOOL YEAR 1994-95

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NEVADA PUBLIC SCHOOL DROPOUTS

SCHOOL YEAR 1994-95

David Lawson Smith

April, 1996

RC 0207795

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Executive Summary

The present report is the seventh in a series of annual reports identifying the number of students who drop out of grades 9-12 in Nevada's public schools during the course of one school year, in this case, the 1994-95 school year.

Among the major findings during the 1994-95 school year are:

- 6694 individuals dropped out of public high schools in Nevada, resulting in an overall dropout rate of 10 percent. Compared to the previous year, the dropout rate increased by 0.4 percent.

- 736 individuals dropped out in the ninth grade (ninth grade dropout rate of 3.9 percent), 1148 dropped out in the tenth grade (6.5 percent), 1914 dropped out in the eleventh grade (12 percent), and 2896 dropped out in the twelfth grade (19.7 percent).

- More males (3641) than females (3053) dropped out of school (dropout rates of 10.5 percent for males and 9.4 percent for females). The differences between male and female dropout rates occurred in the twelfth grade.

- Whites had the lowest dropout rate at 8.6 percent, and Hispanics had the highest dropout rate at 16.4 percent. Dropout rates were: 8.8 percent for Asians/Pacific Islanders, 11.3 percent for Blacks, and 12.4 percent for American Indians/Alaskan Natives.

- 808 dropouts (12.1 percent of total dropouts) were receiving special education services at the time of withdrawal from school.

- 44.4 percent of dropouts were withdrawn by themselves or by their parents/guardians; 26.9 percent did not return to school from summer vacation; 17.2 percent were absent for 10 consecutive days with whereabouts unknown; 10.2 percent were withdrawn at the request of the school; and 1.3 percent were incarcerated.

- Overall dropout rates for individual school districts in Nevada varied from a low of 0.0 percent to 13.7 percent. Ten districts showed a lower dropout rate than in the 1993-94 school year (Carson City, Churchill, Douglas, Elko, Eureka, Humboldt, Lander, Lyon, Pershing, and Washoe), and the dropout rate in Lincoln County School District remained the same as the previous year.

After three years of steady decline, increases over the last three years in the rate of Nevada students dropping out of school is disturbing. The paper's discussion illustrates some relevant factors isolated in recent research on student achievement and dropout rates in Nevada.

NEVADA PUBLIC SCHOOL DROPOUTS: SCHOOL YEAR 1993-94

The personal and societal problems related to high school dropouts are especially significant in Nevada since the annual dropout rates in our schools are high and there appears to be a considerable population of youth (ages 16-19) who have dropped out of school *before* migrating to Nevada (Smith, 1993a). Clearly, the school dropout problem has generated much activity in the state recently. For example,

- The State Board of Education has made school dropout prevention one of its three major topics, and a subcommittee of the Board and a team of staff within the State Department of Education have been established to address issues involving dropping out of school.

- Alternative education administrators for Clark County School District, with assistance from the Nevada Department of Education, organized a Southwest Region Conference on Increasing Graduation Rates that was held in March, 1996. The conference addressed a wide range of school dropout issues and featured presenters from across the country.

- A dropout prevention advisory committee comprised of educators and concerned members of the public provided a number of strategies, tasks, and time lines included in the Nevada 2000 Comprehensive State Improvement Plan for education (Nevada Department of Education, 1995). The strategies focused on general areas of tracking students, early prevention programs, intervention programs for at-risk students and individuals who have already dropped out of school, and curriculum alternatives.

The present study is the seventh in a series of annual reports identifying the number of students who drop out of Nevada schools during the course of **one** school year. The dropout rates reported here are *event* rates and differ from the "status" dropout rates reported in the U.S. decennial census. The census status rates reflect the percentage of **all** young adults who live in a state and are dropouts regardless of where they withdrew from school. The present event rates use administrative school records to identify the number of young adults who have dropped out of Nevada's schools in a one year period.

Background

One of the first actions taken to recommendations of a 1986 statewide Task Force on At-Risk Youth was the development of a dropout counting procedure (Carpenter, 1988). The procedure developed in Nevada used national guidelines for collection of dropout statistics. Some refinements have been made to the dropout data collection (Smith, 1993b) and statistical

formulas (Smith, 1992; Smith, 1993a), but the essential features of the procedure have not been changed.

. Two changes deserve comment here. In line with national efforts, Nevada collects dropout data for *grades seven and eight*. This information will not be treated in this paper since *direct interpretation of dropout data from grades seven and eight must be made with caution.* When students in junior high/middle school grades transfer from one school to another, the receiving school is much less likely to request a transcript from the sending school than when transfers take place at high school grades where completion of specific courses usually are needed to meet graduation requirements.

Another change that deserves some mention involves the *calculation of dropout rates in the report for school year 1991-92*. In 1991-92, Nevada used a different formula proposed by the National Center for Education Statistics (NCES). Since then, the author has participated in a national task force on dropout statistics which concluded that there were a number of shortcomings in providing accurate estimates of dropout rates using NCES's formula. In particular, the NCES formula is likely to underestimate dropout rates.

For this reason, anyone comparing Nevada's dropout rates over time should not use the rates published in the 1991-92 school year report (Smith, 1993a). Instead, use the revised 1991-92 dropout rates that accompany the next year's rates in the 1992-93 school year report (Smith, 1994).

Method

The method of data collection employed in the present study of Nevada's high school dropouts is similar to the methods used in the previous studies. Student withdrawals from school were categorized according to the coding system in NAC 387.215 and 387.220 (see *Table 1*). Of the codes listed in *Table 1* for student withdrawals, only codes 4, 5.a.-j., 6, 7, and Non-Returns are considered to be dropouts. Also collected was the number of students identified in dropout categories who were receiving special education services based on having an Individual Education Plan (IEP) at the time of withdrawal from school.

The counting period began with enrollment on the first day of school in fall, 1994. A withdrawal code was recorded for any student who withdrew from school from this day through the last day of school in spring, 1995 (or through summer school, 1995, for those schools having such a program). Those students who completed the spring semester of 1994 (the prior school year) but did not enroll in school the following fall, 1994 (beginning of count year) were counted as Non-Returns. Non-Returning students were counted as having dropped out of the grade in which they would have been enrolled in the

Table 1
Withdrawal Codes as Defined in NAC 387.215 and 387.220

1. Transfer of Pupil: Another School in County
2. Transfer of Pupil: Another School in State
3. Transfer of Pupil: Another School in Another State (or Country)
*4. Withdrawal of Pupil at Request of School
*5. Withdrawal of Pupil by Pupil, Parent, or Guardian due to:
   a. Failing Grades in 2 or More Classes
   b. Pregnancy
   c. Marriage
   d. Employment
   e. Physical, Mental, Attitude: Certificate from Physician (NRS 392.050)
   f. Authorized by Juvenile Division of District Court (NRS 392.090)
   g. Self-Support or Support of Parent (NRS 392.100)
   h. Apprenticeship in accordance with NRS 392.110
   i. Other Reason not specified in a.-h. and in j.
   j. No Receipt of Request for Transcript
*6. Absence of 10 Consecutive Days: Whereabouts Unknown
*7. Incarceration
8. Withdrawal Pursuant to NRS 392.060, 392.070, or 392.080
9. Death of Student
10. a. Any Other Reason for Withdrawal
    b. Interrupted Progress: Students Who Withdraw During School Year but Who Are Enrolled by Count Day of the Following Year

* Non-Return (Refer to NAC 387.220)
Withdrawal of Student Who Was Enrolled in Grades 8-12, Inclusive, in the School District at End of Previous School Year But Did Not Complete Instructional Program, Transfer, Withdraw, or Re-enroll And Did Not Return to School By December 1 of the Current School Year.

*Note: Codes 4, 5, 6, 7, and Non-Returns Define Dropouts.

fall since they had completed the previous grade during the prior school year. For example, students who completed the ninth grade during the prior year but did not return for the tenth grade during the dropout count year were counted as tenth grade dropouts.

Although the count of withdrawals officially ended at the beginning of fall, 1995, the data collection period was kept open until December 1, 1995 to allow for the return of, or the receipt of transcript requests for, students who had withdrawn during the withdrawal period. On December 1, 1995, a count of all withdrawals by sex, ethnic status, and grade was made at each school that had any of the grades 6-12. Of sixth grade students, only those who did not return for seventh grade (Non-Returns) were counted, and they were counted in the seventh grade dropout statistics. The school-level data were aggregated into a

district-wide summary, and both data sets were due to the Nevada Department of Education by December 15, 1995.

The **overall (Grades 9-12) dropout rate** *for the state, each district, and each ethnic group* was computed as a percentage of enrollment as follows:

$$\frac{\textit{Total Dropouts, Grades 9-12}}{\textit{Fall Enrollment, Grades 9-12 + Total Non-Returns, Grades 9-12}}$$

Total Dropouts in the numerator includes all Non-Returns. The **dropout rates for each grade, 9-12,** were computed as follows:

$$\frac{\textit{Total Dropouts in Grade}}{\textit{Fall Enrollment in Grade + Non-Returns from Previous Grade}}$$

Total Dropouts in Grade includes the Non-Returns from the previous grade. Included in the Non-Return count *for the twelfth grade* were those students who failed to "complete" the twelfth grade in the prior school year and failed to return to twelfth grade during the dropout count school year, as well as those eleventh graders who completed eleventh grade in the prior school year and failed to return to the twelfth grade during the dropout count school year.

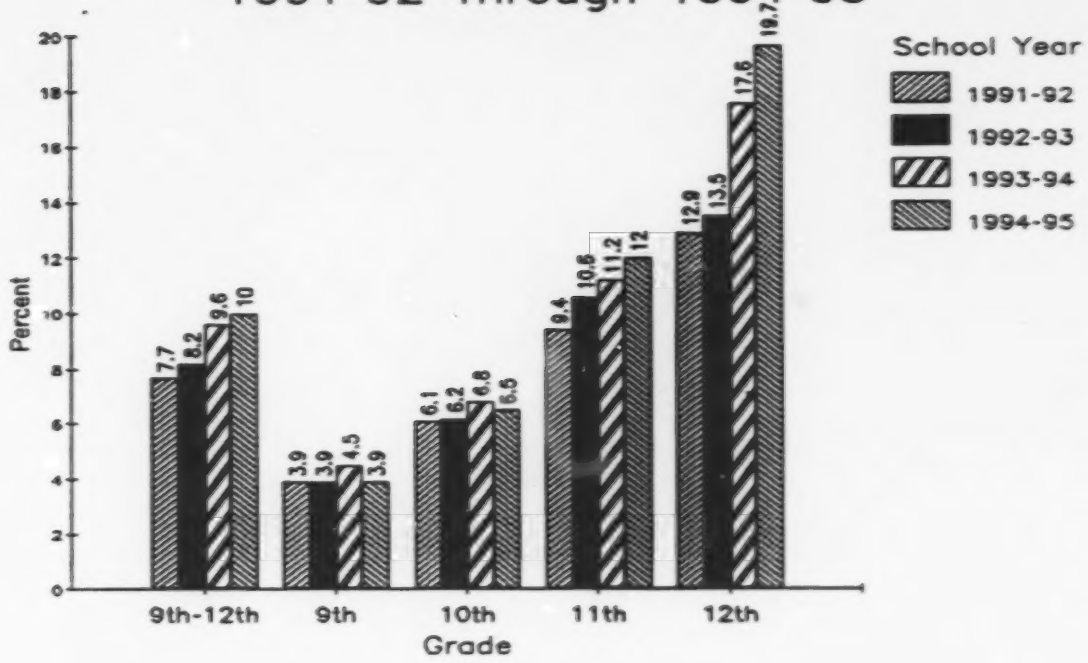
Results

In School Year 1994-95, 6694 students in grades 9-12 dropped out of school in Nevada, resulting in an overall dropout rate of 10 percent. Compared to last year's figures, these numbers reflect a 0.4 percent increase in the state's dropout rate and 744 more total dropouts. Although Nevada's grade 9-12 student population has grown by 7.7 percent in the year, the total dropout figure for the year reflects a 12.5 percent increase.

Of these students, 736 were from grade 9, 1148 were from grade 10, 1914 were from grade 11, and 2896 were from grade 12. The figures for the individual grade-levels resulted in dropout rates of 3.9 percent for ninth, 6.5 percent for tenth, 12 percent for eleventh, and 19.7 percent for twelfth grades. *Figure 1* illustrates the comparisons between current dropout rates with figures for three previous years.

More males (3641) than females (3053) dropped out of grades 9-12 in Nevada's schools during the 1994-95 school year. Males account for 54.4

FIGURE 1
Nevada Dropout Rates by Grade
Comparison of School Years
1991-92 Through 1994-95

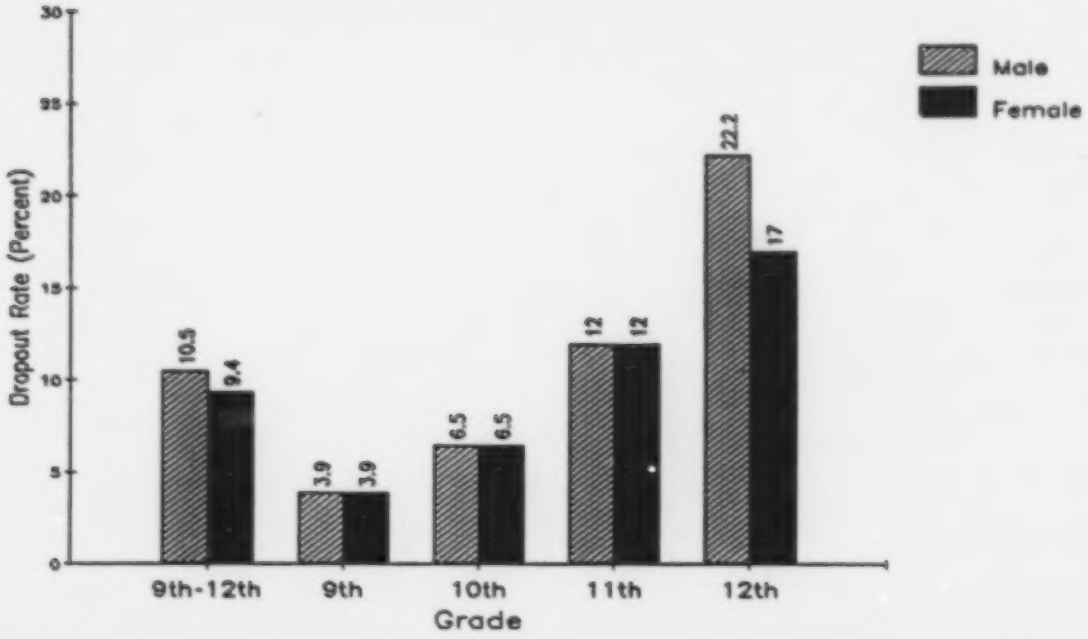


percent of the total dropouts in Nevada during this time frame. However, the majority of enrollments in Nevada were male, with males representing over 51.3 percent of the grade 9-12 enrollment. Males comprised 51.2 percent of ninth grade dropouts, 51.8 percent of tenth grade dropouts, 51.1 percent of eleventh grade dropouts, and 58.4 percent of twelfth grade dropouts.

Dropout rates provide a better indicator of male and female dropouts than percentage of total dropouts since male enrollment was greater at each grade level. The overall dropout rate for males was 10.5 percent and for females was 9.4 percent. The rates rose rapidly from 3.9 percent in ninth grade for each sex to 22.2 percent for males and 17 percent for females in the twelfth grade. Male and female dropout rates are illustrated in *Figure 2*. All of the differences between the sexes is accounted for by the much higher dropout rates among males in the twelfth grade, the only grade with different dropout rates for each sex.

Among the ethnic groups, Whites had the lowest dropout rate at 8.6 percent, and Hispanics had the highest dropout rate at 16.4 percent. Of the other ethnic groups, dropout rates were 8.8 percent for Asians/Pacific Islanders,

FIGURE 2
Nevada Dropout Report
Comparison of Males and Females
School Year 1994-95



11.3 percent for Blacks, and 12.4 percent for American Indians/Alaskan Natives. Dropout rates for Asians/Pacific Islanders, Hispanics, and Whites were increased from those from the 1993-94 school year. Rates for American Indians/Alaskan Natives and Blacks were lower than in the previous year. The comparisons of dropout rates for the last four years are illustrated in *Figure 3*.

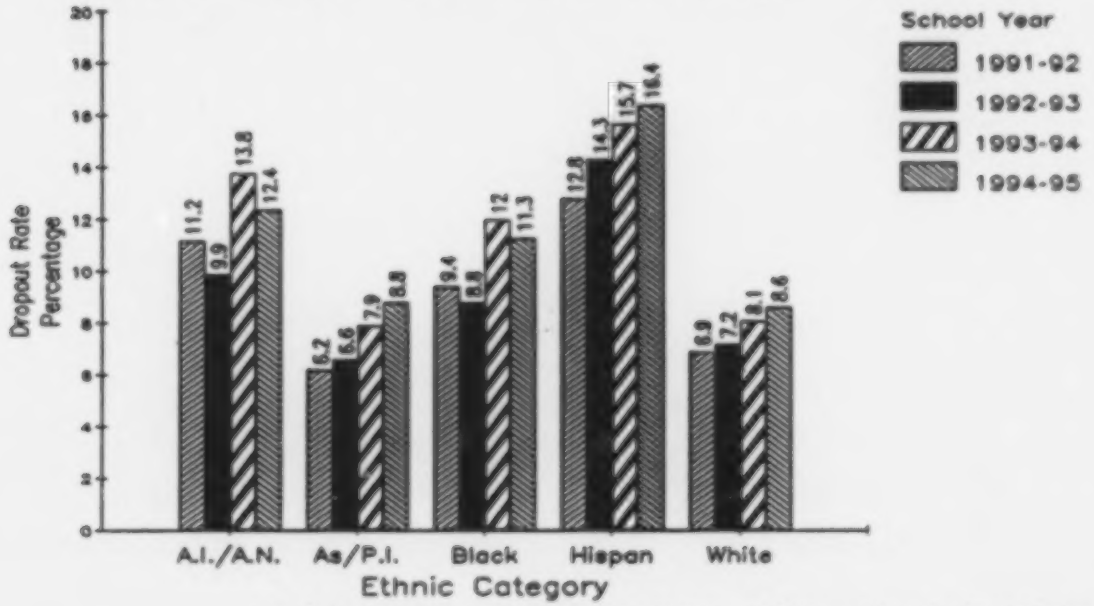
More detailed information on grade, sex, and ethnicity for each Nevada school district (except Esmeralda, which has grades K-8 only) is provided in *Tables 3 and 4* in the *Appendix*.

Finally, 808 of the 6694 dropouts (12.1 percent) in grades 9-12 were receiving special education services based on having an IEP at the time of withdrawal from school. Of the dropouts receiving special education services, 111 were from ninth grade, 173 were from tenth grade, 233 were from eleventh grade, and 291 were from twelfth grade. The percentage of dropouts receiving special education services in each grade is illustrated in *Figure 4*.

Categories of Dropouts

The percentages of the total number of dropouts in each of the five major categories for the 1994-95 school year are illustrated in *Figure 5*. The majority (77.9 percent) of Nevada's 1994-95 dropouts were identified in

FIGURE 3
Nevada Dropout Report
Comparison of Ethnic Groups
School Years 1991-92 Through 1994-95



A.I./A.N = American Indian/Alaskan Native; As/P.I. = Asian/Pacific Islander

FIGURE 4
Percentage of Dropouts Receiving Special Education Services
School Years 1991-92 to 1994-95

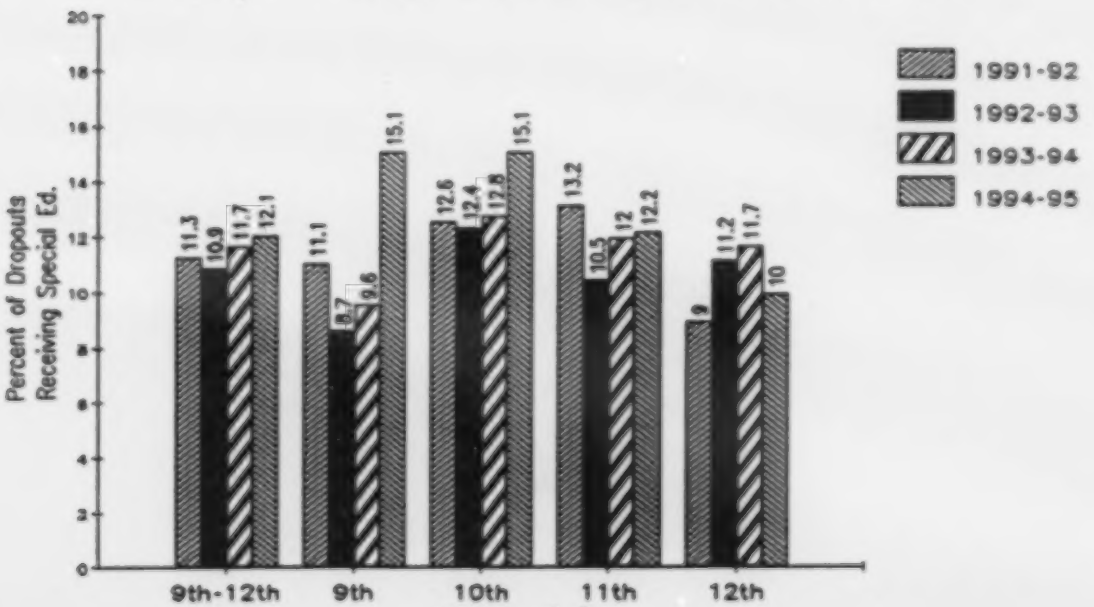
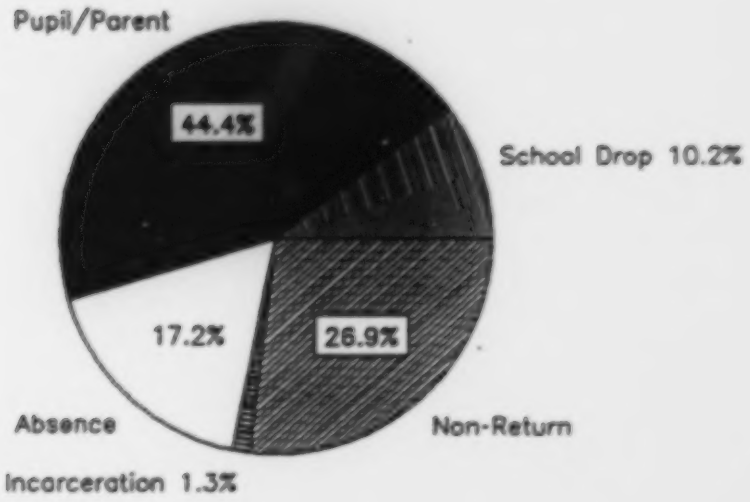


FIGURE 5
Nevada Dropout Report
Major Categories of Dropouts
Percent of Total Dropouts



categories that are relatively uninformative regarding reasons for dropping out of school. "Non-Returns" (students who do not return to school from summer break) and "Absence of 10 Consecutive Days: Whereabouts Unknown" accounted for 1802 and 1152 individual dropouts, respectively. Many dropouts (2973 individuals) fell into the broad category: "Withdrawal by Pupil, Parent, or Guardian." Most (2258 individuals) of this category of dropouts were in the relatively uninformative subcategories of "No Transcript Requested" by another school and "Other" reason. None of the other, more informative subcategories accounted for more than two percent of the Nevada's dropouts.

Dropouts falling in the "Withdrawal at the Request of School" category decreased from 742 individuals for the prior year to 683 individuals in the 1994-95 school year. Over the years of conducting dropout research in Nevada, there has been no stable pattern in categories of students withdrawn *by the schools* themselves. For example, two years ago, there was little difference between the percentages of male and female dropouts that were withdrawn by the schools. Last year, males were somewhat more likely to be withdrawn by the schools than females. In the present 1994-95 study, females (352, 11.5 percent of female dropouts) were somewhat more likely to be withdrawn by schools than males (331, 9.1 percent of male dropouts).

Likewise, ethnic group results have illustrated the lack of stable patterns in categories of students withdrawn by the schools, with different ethnic categories holding different locations from one year to the next. In the present

report, Native Americans were the least likely to be withdrawn by schools (6.3 percent of American Indians/Alaskan Natives) and Blacks were the most likely (14.7 percent of Black dropouts). The other ethnic categories showed between 9.5 (Hispanic) and 9.8 (White) percent of their respective dropouts being removed by the schools (9.6 percent of Asian/Pacific Islander dropouts).

Eighty-four individuals dropped out due to "Incarceration." Males were over five time more likely to withdraw from school due to "Incarceration" than females, although the percentages of the number of dropouts of each sex were very small (1.9 percent of male dropouts and less than 0.5 percent of female dropouts). Among the various ethnic groups, Blacks and American Indians/Alaskan Natives were more likely to withdraw from school due to "Incarceration," but again, the percentages for the number of incarcerated dropouts are fairly small (4.9 percent of American Indian/Alaskan Native dropouts and 3.6 percent of Black dropouts; all other groups were under one percent).

Dropouts in the School Districts

Table 2 provides the dropout count and dropout rate at each grade level for each district, as well as overall figures for grades 9-12. Recall that dropout rates include membership adjustments for "Non-Return" students in their calculation, and therefore will not equal a simple dividing of the number of dropouts by the number of enrollments provided in *Table 2*.

A review of *Table 2* reveals considerable variability in overall dropout rates throughout the state, ranging from 0.0 percent 13.7 percent. Only two (Clark County and Storey County) of the 16 districts with grades 9-12 have dropout rates above the overall state rate, but one of these districts is the largest in the state. Ten districts showed a lower dropout rate than in the 1993-94 school year (Carson City, Churchill, Douglas, Elko, Eureka, Humboldt, Lander, Lyon, Pershing, and Washoe) and the dropout rate in Lincoln County School District remained the same as the previous year.

A more in-depth analysis of patterns of dropping out of school in individual districts within the state is beyond the scope and intent of the present study. The data in *Table 2* warrant careful attention. However, the reader is cautioned about drawing easy conclusions, especially in the very small enrollment districts where a handful of dropouts can swing the rates much higher or much lower. Further, the present report does not review dropout data from individual high schools. School information is available in the annual State School Accountability report (e.g., Smith, 1996).

Dropout information from Esmeralda County School District was not provided in *Table 2* since this district does not have students in grades 9-12.

Table 2
Dropout Rates by Grade and School District

School District		*9th-12th Totals*	*9th Grade*	*10th Grade*	*11th Grade*	*12th Grade*
Nevada	Enrolled	65393	18685	17463	15586	13659
	Dropouts	6694	736	1148	1914	2896
	Rate	10.0%	3.9%	6.5%	12.0%	19.7%
	(Prev.Yr)	*(9.6%)*				
Carson City	Enrolled	2072	580	522	565	405
	Dropouts	129	14	32	43	40
	Rate	6.2%	2.4%	6.1%	7.6%	9.6%
	(Prev.Yr)	*(6.5%)*				
Churchill	Enrolled	1183	321	309	290	263
	Dropouts	120	18	17	52	33
	Rate	10.0%	5.6%	5.4%	17.4%	12.4%
	(Prev.Yr)	*(10.9%)*				
Clark	Enrolled	40248	11471	10802	9591	8384
	Dropouts	4855	484	815	1338	2218
	Rate	11.6%	4.2%	7.4%	13.6%	24.0%
	(Prev.Yr)	*(10.9%)*				
Douglas*	Enrolled	1971	574	513	476	408
	Dropouts	64	13	7	17	27
	Rate	3.2%	2.2%	1.4%	3.6%	6.6%
	(Prev.Yr)	*(4.2%)*				
Elko	Enrolled	2303	655	612	550	486
	Dropouts	141	17	28	51	45
	Rate	6.1%	2.6%	4.6%	9.2%	9.0%
	(Prev.Yr)	*(6.9%)*				
Esmeralda	**					
Eureka	Enrolled	78	26	25	12	15
	Dropouts	0	0	0	0	0
	Rate	0.0%	0.0%	0.0%	0.0%	0.0%
	(Prev.Yr)	*(2.2%)*				
Humboldt	Enrolled	998	292	279	222	205
	Dropouts	60	10	17	21	12
	Rate	6.0%	3.4%	6.1%	9.5%	5.9%
	(Prev.Yr)	*(6.2%)*				
Lander	Enrolled	418	110	116	106	86
	Dropouts	40	12	10	11	7
	Rate	9.1%	10.3%	9.1%	9.8%	7.7%
	(Prev.Yr)	*(11.1%)*				

Table 2
Dropout Rates by Grade and School District

School District		*9th-12th Totals*	*9th Grade*	*10th Grade*	*11th Grade*	*12th Grade*
Lincoln***	Enrolled	454	117	116	116	105
	Dropouts	3	1	0	0	2
	Rate	0.7%	0.9%	0.0%	0.0%	1.9%
	(Prev.Yr)	*(0.7%)*				
Lyon	Enrolled	1388	402	361	322	303
	Dropouts	93	10	12	30	41
	Rate	6.7%	2.5%	3.3%	9.1%	13.5%
	(Prev.Yr)	*(8.3%)*				
Mineral	Enrolled	320	94	78	76	72
	Dropouts	25	5	7	8	5
	Rate	7.6%	5.3%	8.4%	10.0%	6.9%
	(Prev.Yr)	*(4.1%)*				
Nye	Enrolled	1207	340	352	269	246
	Dropouts	87	13	28	31	15
	Rate	7.2%	3.8%	8.0%	11.5%	6.1%
	(Prev.Yr)	*(4.4%)*				
Pershing	Enrolled	210	64	64	45	37
	Dropouts	5	0	1	1	3
	Rate	2.4%	0.0%	1.6%	2.2%	8.1%
	(Prev.Yr)	*(3.8%)*				
Storey	Enrolled	139	36	32	36	35
	Dropouts	19	8	2	1	8
	Rate	13.7%	22.2%	6.3%	2.8%	22.9%
	(Prev.Yr)	*(11.9%)*				
Washoe	Enrolled	11845	3408	3142	2812	2483
	Dropouts	1016	120	161	303	432
	Rate	8.4%	3.5%	5.1%	10.6%	16.3%
	(Prev.Yr)	*(8.6%)*				
White Pine	Enrolled	559	195	140	98	126
	Dropouts	37	11	11	7	8
	Rate	6.5%	5.6%	7.8%	6.9%	6.2%
	(Prev.Yr)	*(4.5%)*				

* Does not include China Springs Youth Center.
**Esmeralda County School District does not provide instruction in grades 9-12.
***Does not include C.O.Bastian/Caliente Youth Center.

Esmeralda had one recorded dropout from it's fall enrollment count of 27 seventh and eighth graders, for a 3.7 percent grade 7-8 dropout rate. As might be expected, this one student had been withdrawn by her parents, but no request for transcripts was received from another school.

One should be considerably skeptical about findings and rates reported for seventh and eighth grade dropouts. Previous comparisons of grades 7-8 and grades 9-12 dropout data (Smith, 1995a) provide findings that are consistent with the cautionary statement in the introductory section that a substantial number of seventh and eight grade "dropouts" could actually be enrolled in a school in another locale. At the junior high/middle school level, parents may not contact the school about moving or, when they do withdraw their students, no request for transcripts are made by the receiving school. Thus, aside from Esmeralda County, this paper will not review data from seventh and eighth grade dropouts.

Discussion

For the third straight year, dropout numbers and rates increased in the state. The 12.5 percent increase in total number of dropouts clearly exceeds the student population growth rate in Nevada's high schools and is disappointing. However, the increases are not as severe as last year which saw a 24 percent increase in the number of dropouts and increased dropout rates in 11 of the 16 districts with grades 9-12. This year, five districts showed increased dropout rates.

Clearly there are a number of considerations involved in the dropout issue. The high dropout rates among students of Hispanic ethnicity is supported in recent research in school accountability (Smith, 1996). Thirty-five percent of the differences among Nevada high schools in dropout rates was accounted for by the percentages of high schools' populations in English as a Second Language (ESL). In the same study, it is encouraging that higher per pupil expenditures on student support in Nevada high schools seemed to help reduce a school's dropout rate.

Also, as noted in last year's report, school violence is a major concern of many parents and contributes to the numbers of students withdrawn by schools. Further, the participation of Nevada students in at-risk behaviors, including drug use (Adams, Bacon, Soule, & Sharp, 1995), are likely to coincide with factors related to dropping out of school, such as poor attendance, low educational aspirations, and low levels of involvement in school activities. Given the increases in dropout rates and the in-migration of youths who have dropped out of school outside of Nevada, effective methods of retrieving school dropouts into educational programs also must be addressed.

The principle factors that must be addressed by in-school programs are those impacting student achievement in our schools. The dominant factor influencing student achievement differences between schools in the accountability study mentioned above (Smith, 1996) was the socioeconomic status of the student population. Other significant variables included: transiency rates, attendance rates, percentages of ESL and special education students, parental involvement, gifted/talented programs, experienced teachers with advanced degrees, student support programs, and effective job training programs with qualified occupational teachers.

In providing programs to address the problem, it is important to extend programs beyond the high school level. In an interesting paper presentation during the Nevada's regional conference on dropouts, Mark Dynarski provided national data from his U.S. Department of Education evaluation of alternative education programs suggesting that middle school alternative education programs had a greater impact on student grade point averages and on reducing students dropping out of high school than high school alternative education programs (Albiston, Dynarski, McKean, & Smith, 1996). Also, early academic intervention programs at the pre-school, kindergarten, and elementary level seem reasonable given findings in Nevada of highly disparate student achievement scores between low socioeconomic status (SES) students (and limited English-speaking groups) and other students as early as the second grade (Snow, 1993), the third and fourth grade (Smith, 1995b, 1996), and second, third, and fourth grades (Pollard & Snow, 1995).

As Nevada's dropout rates increase, so have efforts to address the problem. School districts have been initiating dropout prevention programs for some time. As noted in this paper's introductory comments, educational boards and other educators and citizens in Nevada are focusing increasingly on the dropout issue. It is clear that increasing expenditure of effort and resources are necessary to provide Nevada's changing student population the opportunity to succeed in education.

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For more detailed data on student withdrawals in Nevada ıor School Year 1994-95, contact:

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Appendix

Additional Dropout Tables

Table 3: **Dropout Rates by Ethnic Category**

Table 4: **Percentages of Male and Female Dropouts**

Table 3
Dropout Rates by Ethnic Category

School District		*9TH-12TH GRADE TOTAL*				
		AI/AN	*AS/PI*	*HISPAN*	*BLACK*	*WHITE*
Nevada	Enrolled	1123	3222	8840	5961	46247
	Dropouts	143	292	1516	693	4050
	Rate	12.4%	8.8%	16.4%	11.3%	8.6%
Carson City	Enrolled	72	50	211	28	1711
	Dropouts	3	5	27	3	91
	Rate	4.1%	9.8%	12.7%	10.7%	5.3%
Churchill	Enrolled	66	53	85	13	966
	Dropouts	22	4	8	1	85
	Rate	32.4%	7.4%	9.4%	7.1%	8.7%
Clark	Enrolled	291	2425	6160	5521	25851
	Dropouts	68	239	1150	652	2746
	Rate	21.7%	9.6%	17.7%	11.4%	10.3%
Douglas	Enrolled	69	16	149	8	1729
	Dropouts	3	0	16	0	45
	Rate	4.3%	0.0%	10.7%	0.0%	2.6%
Elko	Enrolled	147	16	263	8	1869
	Dropouts	8	1	27	0	105
	Rate	5.4%	6.3%	10.2%	0.0%	5.6%
Esmeralda	*					
Eureka	Enrolled	7	1	6	0	64
	Dropouts	0	0	0	--	0
	Rate	0.0%	0.0%	0.0%	--	0.0%
Humboldt	Enrolled	32	10	177	4	775
	Dropouts	1	0	24	0	35
	Rate	3.1%	0.0%	13.6%	0.0%	4.5%
Lander	Enrolled	12	1	73	1	331
	Dropouts	2	0	8	0	30
	Rate	16.7%	0.0%	10.5%	0.0%	8.6%
Lincoln**	Enrolled	5	7	24	29	389
	Dropouts	0	0	0	0	3
	Rate	0.0%	0.0%	0.0%	0.0%	0.8%
Lyon	Enrolled	95	17	114	4	1158
	Dropouts	2	0	9	0	82
	Rate	2.1%	0.0%	7.9%	0.0%	7.1%

(CONT.)

Table 3
Dropout Rates by Ethnic Category

School District		9TH-12TH GRADE TOTAL				
		AI/AN	AS/PI	HISPAN	BLACK	WHITE
Mineral	Enrolled	35	14	27	22	222
	Dropouts	6	0	2	1	16
	Rate	17.1%	0.0%	7.1%	4.5%	6.9%
Nye	Enrolled	34	25	131	17	1000
	Dropouts	1	1	10	4	71
	Rate	2.9%	4.0%	7.6%	23.5%	7.1%
Pershing	Enrolled	12	0	43	2	153
	Dropouts	1	–	3	0	1
	Rate	8.3%	–	7.0%	0.0%	0.7%
Storey	Enrolled	3	2	8	3	123
	Dropouts	0	0	1	1	17
	Rate	0.0%	0.0%	12.5%	33.3%	13.8%
Washoe	Enrolled	222	578	1320	301	9424
	Dropouts	24	41	229	31	691
	Rate	10.6%	6.9%	16.7%	10.0%	7.2%
White Pine	Enrolled	21	7	49	0	482
	Dropouts	2	1	2	–	32
	Rate	9.1%	14.3%	4.1%	–	6.5%

*Esmeralda County School District does not provide instruction in grades 9-12.
**Does not include C.O. Bastian/Caliente Youth Center.

AI/AN = American Indians/Alaskan Natives
AS/PI = Asians/Pacific Islanders

Table 4
Percentages of Male and Female Dropouts

School District		*9th-12th Totals*	*9th Grade*	*10th Grade*	*11th Grade*	*12th Grade*
Nevada	Dropouts	6694	736	1148	1914	2896
	Male	54.4%	51.2%	51.8%	51.1%	58.4%
	Female	45.6%	48.8%	48.2%	48.9%	41.6%
Carson City	Dropouts	129	14	32	43	40
	Male	51.9%	57.1%	53.1%	53.5%	47.5%
	Female	48.1%	42.9%	46.9%	46.5%	52.5%
Churchill	Dropouts	120	18	17	52	33
	Male	50.0%	44.4%	41.2%	50.0%	57.6%
	Female	50.0%	55.6%	58.8%	50.0%	42.4%
Clark	Dropouts	4855	484	815	1338	2218
	Male	54.4%	49.8%	51.8%	50.1%	58.8%
	Female	45.6%	50.2%	48.2%	49.9%	41.2%
Douglas*	Dropouts	64	13	7	17	27
	Male	73.4%	76.9%	71.4%	58.8%	81.5%
	Female	26.6%	23.1%	28.6%	41.2%	18.5%
Elko	Dropouts	141	17	28	51	45
	Male	56.7%	70.6%	53.6%	58.8%	51.1%
	Female	43.3%	29.4%	46.4%	41.2%	48.9%
Esmeralda	**					
Eureka	Dropouts	0	0	0	0	0
	Male	—	—	—	—	—
	Female	—	—	—	—	—
Humboldt	Dropouts	60	10	17	21	12
	Male	41.7%	50.0%	58.8%	33.3%	25.0%
	Female	58.3%	50.0%	41.2%	66.7%	75.0%
Lander	Dropouts	40	12	10	11	7
	Male	50.0%	83.3%	40.0%	27.3%	42.9%
	Female	50.0%	16.7%	60.0%	72.7%	57.1%
Lincoln***	Dropouts	3	1	0	0	2
	Male	33.3%	0.0%	—	—	50.0%
	Female	66.7%	100.0%	—	—	50.0%
Lyon	Dropouts	93	10	12	30	41
	Male	49.5%	40.0%	50.0%	43.3%	56.1%
	Female	50.5%	60.0%	50.0%	56.7%	43.9%

(CONT.)

Table 4
Percentages of Male and Female Dropouts

School District		*9th-12th Totals*	*9th Grade*	*10th Grade*	*11th Grade*	*12th Grade*
Mineral	Dropouts	25	5	7	8	5
	Male	44.0%	60.0%	42.9%	50.0%	20.0%
	Female	56.0%	40.0%	57.1%	50.0%	80.0%
Nye	Dropouts	87	13	28	31	15
	Male	62.1%	53.8%	64.3%	58.1%	73.3%
	Female	37.9%	46.2%	35.7%	41.9%	26.7%
Pershing	Dropouts	5	0	1	1	3
	Male	80.0%	—	0.0%	100.0%	100.0%
	Female	20.0%	—	100.0%	0.0%	0.0%
Storey	Dropouts	19	8	2	1	8
	Male	68.4%	75.0%	50.0%	0.0%	75.0%
	Female	31.6%	25.0%	50.0%	100.0%	25.0%
Washoe	Dropouts	1016	120	161	303	432
	Male	54.4%	46.7%	50.3%	55.4%	57.4%
	Female	45.6%	53.3%	49.7%	44.6%	42.6%
White Pine	Dropouts	37	11	11	7	8
	Male	56.8%	63.6%	54.5%	42.9%	62.5%
	Female	43.2%	36.4%	45.5%	57.1%	37.5%

*Does not include China Springs Youth Center.
**Esmeralda County School District does not provide instruction in grades 9-12.
***Does not include C.O. Bastian/Caliente Youth Center.